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ABSTRACT

This report describes an external evaluation study of a project designed to develop, over a 5-year period, a model bilingual program from nursery school through grade 6. Innovative and tested instructional bilingual-bicultural components (language, perceptual, health, motor and cognitive) are being implemented in an attempt to reach children with limited English speaking ability from low income families. The primary focus of this evaluation was on the nursery school unit serving 3- and 4-year-old children at two sites. Evaluation of the instructional activities was based on a pretest and posttest design using standardized tests measuring language development in Spanish and English, school readiness, and self-concept and personality development. Staff development, parental involvement and materials development components were subjectively evaluated. Major findings included: (1) nursery school children made significant gains in language development (Spanish and English), school readiness, and motor ability, and showed growth in self-concept and personal development; (2) students in grades K-2 made significant gains in language development in Spanish and English and school readiness; (3) instructional, staff development and materials development components were effective, but the parent involvement component needs to be strengthened. (Author/MS)

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END-OF-YEAR EVALUATION REPORT
1975-76
FIRST-YEAR EVALUATION STUDY

A SCHOOL AND HOME-BASED BILINGUAL EDUCATION MODEL

Nursery School - Grade 6
Municipal Schools of Clovis and Portales, New Mexico

Funded by:

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800 Pile Street
Clovis, New Mexico 88101

Prepared by:

B. E. Askins & Associates
Box 4234, Texas Tech Station
Lubbock, Texas 79409

June, 1976

PS 008824

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Custodian:	Mrs. Patsy Encinias	Mr. Joe Daniels

EVALUATION TEAM MEMBERS

Dr. Billy E. Askins, Coordinator of Evaluation
Dr. Joe D. Cornett, Research Associate
Dr. Len Ainsworth, Consultant
Dr. Ralph Carter, Test Specialist
Mrs. Frankie Cook, Secretary/Administrative Assistant

FOREWORD

The following end-of-year evaluation report describes the effect of A School and Home-Based Bilingual Education Model during 1975-76. This evaluation study was conducted by an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University. This report is submitted in accordance with the approved Evaluation Proposal dated March 7, 1975 and the Educational Evaluation Agreement dated August 20, 1975.

The evaluation team recognizes and hereby expresses appreciation to the project director, faculty, and staff of the program for their excellent cooperation during the evaluation process, especially during the periods of testing the young children.

The invaluable assistance of the various professional and paraprofessional personnel on the evaluation team is also acknowledged and appreciated.

Billy E. Askins

Billy E. Askins, Ed.D.
Evaluation Coordinator
June, 1976

PS 008824

TABLE OF CONTENTS

	Page
LIST OF TABLES AND FIGURES	i
SECTION	
I. INTRODUCTION	1
Purpose of Program	1
Area Served and Locale of Program	1
Target Children	1
Number of Participants	2
II. DESCRIPTION OF THE PROGRAM	3
Major Goals and Objectives	3
Major Goals	
First Year Objectives	4
Program Components and Objectives	5
Instructional	5
Staff Development	6
Parental Involvement	7
Materials Development	7
III. EVALUATION	8
The External Evaluator	8
Purpose of External Evaluation	8
Evaluation Design	9
Instructional Component	10
Staff Development Component	10
Parental Involvement Component	10
Materials Development Component	11
IV. EVALUATION DATA OF THE INSTRUCTIONAL COMPONENT	12
Summary of Evaluation Design	12
Number of Students Tested	13
Clovis Site	13
Portales Site	13
Findings	13
Language Development in English	13
Language Development in Spanish	13
School Readiness	13
Motor Ability	13
Self Concept and Personal Development	14

Page

V. EVALUATION DATA OF THE OTHER COMPONENTS. 18

Staff Development Component 18
Preservice Activities 18
Inservice Activities 19
Summary 19
Materials Development Component 20
Parental Involvement and Home Education Component 20

VI. EVALUATION DATA OF THE VERTICAL EXPANSION OF THE BILINGUAL PROGRAM (K-2) 21

Abilities Measured and Instruments Used 21
Statistical Treatment of Data 21
Analysis of Data 21

VII. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS. 23

Summary 23
Findings 23
Conclusions 24
Recommendations 24

BIBLIOGRAPHY. 25

APPENDIX A - Description of Tests . . . . . .

LIST OF TABLES AND FIGURES

Tables Page

1 - Pre and Posttest Performance of all Students Participating in the Program - - - - - - - - - - - - - - 14

2 - Pre and Posttest Performance of Students at The Clovis Site - 15

3 - Pre and Posttest Perfromance of Students at The Portales Site - 15

4 - Age and Test Performance - Clovis Site - - - - - - - - - - 16

5 - Age and Test Performance - Portales Site - - - - - - - - - 16

6 - Performance of Students in the Bilingual Program in Grades K-2 at Clovis and Portales - - - - - - - - - - 22

Figures

1 - Graphic Summary of Personal Development - - - - - - - - - - 17

SECTION I

INTRODUCTION

This report describes an external evaluation study of A School and Home-Based Bilingual Education Model during 1975-76. This model program is a cooperative effort among the Clovis Municipal Schools (Clovis, New Mexico), Portales Municipal Schools (Portales, New Mexico), and the U.S. Office of Education (ESEA, Title VII).

This evaluation study was conducted by B. E. Askins and Associates which is an independent consultant and service organization with its direction through various faculty members of the College of Education, Texas Tech University.

The focus of the external evaluation study during 1975-76 was mainly on the nursery school unit of the program which serves 3- and 4-year-old children at the two sites in Clovis and Portales.

Purpose of Program

The purpose of this program was to develop for the two school districts, over a five year period, a model bilingual program from nursery school (beginning at age 3) through grade six. The program will implement innovative and tested instructional bilingual-bicultural components (language development, perceptual, health, motor, and cognitive) to reach children with limited English speaking ability from low income families.

Area Served and Locale of Program

The area served by this program is the total attendance are served by both of the cooperating school districts: Clovis Municipal Schools, Clovis, New Mexico and Portales Municipal Schools, Portales, New Mexico.

The nursery school unit operates at two different sites about twenty miles apart. The site location at Clovis is 312 Merriwether Street, and the site location at Portales is Lindsay Elementary School, 1216 West Ivy. The location of each of the two sites is in the section of town where there is a high concentration of the target group children.

Target Children

As concerns the nursery school unit, the target group children are

3- and 4-year-old children at Clovis and Portales (approximately 40 at each site). The kindergarten unit serves 5-year-old children (approximately 40 at each site). Also, target children include certain sections of grades 1-2 in Clovis and Portales.

Number of Participants

The number of children enrolled in the various levels of the program as of October 1, 1975 were as follows:

Nursery School Unit

Clovis Site. There were 40 students (21 girls and 19 boys) enrolled. There were 16 second year students and 24 children started the program this year.

Portales Site. There were 37 students (16 girls and 21 boys) enrolled. There were 4 second year students and 33 children started the program this year.

K - 2

There were 37 kindergarden students at Clovis, and 41 at Portales.
There were 46 first grade students at Clovis and 35 at Portales.
There were 44 second grade students at Clovis and 44 at Portales.

SECTION II

DESCRIPTION OF THE PROGRAM

This program has a unique advantage and opportunity in that it can be viewed as an out-growth or as a satellite of an existing most successful early childhood program. This parent program is an early educational intervention program referred to as the Responsive Environment Early Education Program - REEEP (formerly the Responsive Environment Program for Spanish American Children - REPSAC)*. This program, also located in Clovis, New Mexico, is designed to serve as an effective early educational intervention for 3-, 4-, and 5-year-old "high risk" children (4, 5, 6, and 7). Such children are considered "high risk" as a result of their low birth weight (less than 5½ pounds) and considered disadvantaged (low income of family plus other factors which constitute this condition). With the exception of the criteria used to select students to enter each program, the operation of the two programs are identical. Thus, the REEEP program provides a base for this program in terms of curriculum development and training of faculty/staff.

Major Goals and Objectives

Major Goals

The major goals of this program are as follows:

1. To provide children with limited English-speaking ability with a bilingual early childhood component to assist students to achieve educationally on a par with other children in their school and community.

2. To create through a program of inservice training - awareness, acceptance, and knowledge of children's rights from teachers, administrators and the public in general.

3. To develop and strengthen positive attitudes and respect for Mexican-American children and parents.

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*REEEP is funded by the New Mexico State Department of Education (ESEA, Title III), and the outreach activities of the program are funded by the Handicapped Children's Early Education Program, Bureau of Education for the Handicapped, U.S. Office of Education.

4. To enhance the richness and values of the two dominant languages of New Mexico and its three cultures so that future generations may possess unity of spirit.

5. To meet the individual needs of children so that there is no need for various categories and labels such as educable mentally retarded, emotionally disturbed and learning disabilities which continue to keep Mexican-American children from achieving their potential.

First Year Objectives

To achieve these major goals, a set of 5 year objectives were developed. The first year objectives included:

1. To conduct needs assessment to identify schools who have children of limited English-speaking proficiency.

2. To select two bilingual teachers for the grade two units in Portales and Clovis; and two bilingual specialists - one per district for supervision, demonstration and parent training purposes.

3. To select a Parent-Community Advisory group.

4. To plan and implement a preservice program through Clovis and Portales schools and Eastern New Mexico University.

5. To develop strategies and a long range plan for a degree oriented inservice training program.

6. To develop cognitive skills.

7. To develop in children a positive self concept.

8. To increase sensory and perceptual acuity.

9. To further develop psychomotor abilities.

10. To improve language skills in both English and Spanish.

11. To determine the most appropriate bilingual instructional methodologies, materials and practices in all subject matter areas.

12. To implement proven bilingual education in all subject matter areas, and show improvement in all areas.

13. To directly involve staff members in the 1975-76 operation who will be working in the vertical extension of the program in succeeding years.

14. To expand the Home Tutor/Home Education to parents of children in the project.

15. To establish a closer relationship between the home and school.

16. To disseminate results of the project.

Program Components and Objectives of the Nursery School

The previously stated goals and objectives give direction to the organization and administration of various elements of the program commonly referred to as program components which are: instructional; parental involvement; staff development; and materials development.

Instructional Component

This component is obviously considered the heart of the program because this is where the teaching-learning activities take place. The majority of the instructional processes within this component are selected and conducted as patterned from the REEEP (REPSAC) project.

Each site has an enrollment of approximately 40 children. The students are divided into two groups of 20 each. One group attends the morning session from 8:30 to noon, and the other group attends the afternoon session from noon until 3:15 p.m. A portion of each session is spent in structured, directed-learning activities using materials which include the Piaget materials, Peabody Language Kits, Project LIFE, and the Typing Booth. The remainder of the time is devoted to free choice activities. Concepts acquired during the structured learning periods are planned to be reinforced during play activities. Play activities are recognized as opportunities for development of cognitive, affective, as well as psychomotor learning abilities. All program activities are presented using a bilingual approach.

Component Objectives. The objectives for the instructional component were developed from the first year program objectives and are as follows:

At the end of the academic year, the student will:

1. Indicate a significant gain in language ability in English. Evidence of achievement will be determined from gain scores of the Peabody Picture Vocabulary Test.

2. Indicate a significant gain in language ability in Spanish. Evidence of achievement will be determined from gain scores of the Test for Auditory Comprehension of Language - Spanish.

3. Indicate a significant gain in school readiness in such areas to include: listening ability; visual acuity; and recognition of similarities, differences, and numerical analogies. Evidence of achievement will be determined from gain scores of the Readiness Test for Disadvantaged Children.

4. Indicate a significant gain in motor ability. Evidence of achievement will be determined from the gain scores of the Motor Activity Scale.

5. Exhibit a positive self-concept and favorable emotional development. Evidence of such behavior will be determined from ratings from the Developmental Profiles which involve periodic teacher evaluations in such areas of the affective domain as: awareness of self, self-confidence, interpersonal comprehension, sensitivity to others, effectiveness, and tolerance. Evidence of growth/development will be determined from individual profile sheets plotted in terms of direction and rate of growth/development.

Staff Development Component

This component is viewed as those activities which will enable the staff to improve their instructional skills in all areas of instruction as used in the instructional component. Such activities can be classified as preservice and inservice. Each district included possible future teachers in this program from grades 3-6 so they could receive training prior to the vertical expansion into those grade levels.

Objectives. The objectives for preservice and inservice staff training were:

1. To develop a high degree of teacher competency in both English and Spanish presentations.

2. To assess environmental process variables.

3. To diagnose educational needs of children.

4. To apply approximate strategies for overcoming language and social dificiencies.

5. To evaluate teacher learning interaction and utilize self-corrective techniques.

Parental Involvement Component

This component consisted of activities and processes to assist parents with the understanding and practice of underlying principles of child care.

Also, this component involved the organization and operation of the Parent Advisory Group. Such a group was formed at both Clovis and Portales. The function of this group was:

1. To help develop and implement the program.

2. To present the interests of the parents and community.

3. To promote the project in the community.

Component Objectives. Specific objectives developed for this component were as follows:

1. To inform parents and students of school programs and procedures through home visits as well as group meetings.

2. To inform parents about educational opportunities available through various programs.

3. To visit and counsel with parents.

4. To involve parents in the total educational program of their children by recognizing their culture, their language, and their contributions through planned school activities, home visits, and parent training sessions.

5. To encourage parents to demonstrate their interest in their child's education by such things as: attending special programs; serving as resource persons for social studies projects; participating in school activities, both in the classroom and serving as volunteer aide on field trips.

Materials Development Component

This component was mainly the process of adapting the materials for the program which were developed in the REEEP program for 3- and 4-year-old children. Most of these materials are based upon the research of Jean Piaget as reflected in the Early Childhood Curriculum authored by Celia Lavatelli and by use of various curriculum materials developed by Media Services and Captioned Films. Other materials adapted for use in this program include: Project LIFE (Language Improvement to Facilitate Education); the Peabody Language Kits; and the Responsive Environment Typing Booth.

SECTION III

EVALUATION

In addition to the on-going internal program evaluation procedures, an external program evaluation study was conducted by an independent team. This external evaluation focused on the nursery school this year; however, some evaluation was conducted as concerns K-2 which is part of the vertical expansion of the program and this evaluation pertained to language development in English and Spanish (as measured by the Peabody Test) and school readiness (as measured by the Boehm Test). These tests were administered by the various classroom teachers and are not considered as part of the external evaluation this year.

The External Evaluator

The external program evaluation study was conducted by B. E. Askins & Associates, Lubbock, Texas. This is an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University. Members of the evaluation team consisted of professional people with various specializations including: early childhood and elementary education; bilingual education; and research and evaluation. Names of the evaluation team members are listed on the cover of this report.

Purpose of External Evaluation

The purpose of this external evaluation study was to collect and provide information necessary for decision-making relative to student and program progress. Such information was furnished to the program director, the LEA, and to the funding agency.

Major elements of this external evaluation consisted of:

1. Providing a variety of professional personnel appropriate to the evaluation of the program including: personnel to administer tests, site-visits, analysis, and report writing.

2. Obtaining and administering the selected standardized tests in accordance with the evaluation design.

3. Providing the project director with baseline data which could be used in program planning and operation. These data were mainly the results from the pretesting phase.

4. Preparing reports.

   a. An interim report was submitted to the project director for the period July 1 - December 31, 1975.

   b. This end-of-year evaluation report.

5. Disseminating evaluation reports and other information pertaining to the evaluation of the program.

Evaluation Design

During 1975-76, the external evaluation focused mainly on the nursery school unit of the program. The evaluation design for this year provided for evaluating separately each of the program components (instructional, staff development, parent involvement, and materials development) in terms of the component objectives and collectively in terms of the over-all program objectives. The evaluation design of one component was governed by a strict research-evaluation design while it was more appropriate to evaluate the other components by descriptive or subjective means.

Instructional Component

The evaluation design of this component was based upon the component objectives which pertained to student achievement. The objectives were objectively measured with standardized tests using a pre-posttest design. A summary description of the objectives and instruments used are as follows:

	Objective	Instrument
1.	Language development in English	Peabody Picture Vocabulary Test (PPVT)
2.	Language development in Spanish	Test for Auditory Comprehension of Language (TACL)
3.	School Readiness	Readiness Test for Disadvantaged Children (RTDC)
4.	Motor Ability	Motor Activity Scale (MAS)
5.	Self Concept and Personality Development	Developmental Profiles (DP)

Form A and Form B of the PPVT and RTDC was used as the pretest and posttest respectively. The same form of the TACL was used as the pre and posttest. The use of the Developmental Profiles is described later.

A brief non-technical description of each of these instruments is included in Appendix A.

Procedure for Collecting Data. Data to evaluate objectives 1-4 was collected with the use of standardized tests within the framework of a quasi-experimental design commonly referred to as a "Time Design" or "Pretest-Posttest Design Only." This design involves a single experimental group without a control group (16). The subject group (the 3- and 4-year-old children) was measured on a dependent variable (the pretest), and was then given the experimental treatment (instructional activities). Following the treatment, the subject group was measured again on the same variable (posttest), and a statistical comparison was made between the means of the two measurements. Data to evaluate objective 5 was collected with the use of the Developmental Profiles. This instrument was completed for each student three times during the year by both of the classroom teachers.

Time-Schedule for Collecting Data. Pretests were administered September 2-5, 1975, and the posttests were administered May 10-14, 1976. The Developmental Profiles were completed during October, February, and May.

Statistical Treatment of Data. As concerns the collected data from the standardized tests, a mean gain score was computed for each test (posttest score minus pretest score) by age and year in program. Also, comparative data were reported concerning the first-year and second-year students. The *t*-test was used to test for significance of difference between the mean gain scores. As concerns the Developmental Profiles, the mean was computed for each child for each marking period and was "plotted" on a standardized scale to indicate direction and rate of growth/change.

Reporting of Baseline Data. The pretesting phase was completed during September, 1975. Individual test data (raw scores, percentiles, chronological age, and mental age) were provided to the project director or October 10, 1975. The reason for providing individual test data was to provide baseline data which could be used in the program planning and operation.

Staff Development Component

This component was subjectively evaluated based upon the previously stated component objectives. The attainment of these objectives by the staff was determined by observation at various intervals, discussion with the staff, and the findings and conclusions are reported in narrative form.

Evaluation of this component was conducted on a consultancy basis, and the consultant was obtained and reimbursed by the evaluator.

Parental Involvement Component

This component was subjectively evaluated based upon the component objectives. The attainment of these objectives was determined by observations, visitations, and review of the records, and the findings and conclusions are reported in narrative form.

Evaluation of the component was conducted on a consultancy basis,and the consultant was obtained and reimbursed by the evaluator.

Materials Development Component

This component was subjectively evaluated. The developed materials were evaluated by observations, discussions with staff, children and parents. Findings and conclusions are described in narrative form.

The evaluation of the component was conducted on a consultancy basis, and the consultant was obtained and reimbursed by the evaluator.

SECTION IV

EVALUATION DATA OF THE INSTRUCTIONAL COMPONENT

Summary of Evaluation Design

The basis for the evaluation design for this component was the specific program objectives as stated in Section II. Data to evaluate the objectives were collected with the use of standardized tests within the framework of a quasi-experimental design commonly referred to as a "Pretest-Posttest Design Only"(16). This design involved a single experimental group without a control group. The experimental group (the students) were measured on a dependent variable (pretest) and was given the experimental treatment (instructional activities). Following this treatment, the group was measured again on the same variable (posttest) and statistical analysis was made between the means of the two measurements.

A summary of the objectives/abilities and list of tests used are as follows:

Objectives/Abilities	Test
Language development in English	Peabody Picture Vocabulary Test (PPVT)
Language development in Spanish	Test for Auditory Comprehension of Language - Spanish (TACL)
School readiness	Readiness Test for Disadvantaged Children (RTDC)
Motor Ability	Motor Activity Scale (MAS)
Self concept and personality development	Developmental Profiles (DP)

The "Pretest-Posttest Design" did not apply to the Developmental Profiles. This instrument was completed three times during the year for each child by both of the classroom teachers.

A mean gain score was completed for each test (posttest minus pretest). The t-test was used to test for significance of difference between the gain scores. Significance was determined at the .05 level or better. Also, analysis of the test data was conducted by age of the students and by site. As concerns the Developmental Profiles, the mean of each student was completed for each marking period and was plotted on a standardized scale to show direction and rate of change.

Number of Students Tested

Clovis Site

There were 41 students pretested (100%), and 38 students were posttested (95%). There were 31 students who were available for both pre and posttesting. The reason for N=31 was because of the various withdrawals and new entries during the year.

Portales Site

There were 39 students pretested (98%), and 35 students were posttested (98%). There were 30 students who were available for both pre and posttesting. The reason for N=30 was because of the various withdrawals and new entries during the year.

Findings

The analysis of data for the instructional component is presented in terms of the component objectives.

Language Development in English

As indicated in Table 1, total students participating in the program made significant gains in language development in English. Data are also presented in Tables 2, 3, 4, and 5 relating to performance by site and by age.

Language Development in Spanish

As indicated in Table 1, total students participating in the program made significant gains in language ability in Spanish. Tables 2, 3, 4, and 5 present an analysis of performance by site and by age.

School Readiness

As indicated in Table 1, total students participating in the program made significant gains in school readiness. When analyzed by site, students participating in the program at the Clovis site failed to make significant gains. Data by site and age are presented in Tables 2, 3, 4, and 5.

Motor Ability

As indicated in Table 1, total students participating in the program made significant gains in motor ability. Tables 2, 3, 4, and 5 present an analysis of performance by site and by age.

Self-Concept and Personal Development

As indicated in Figure 1, students participating in the program made positive and continuous growth in self-concept and personal development.

TABLE I

PRE AND POSTTEST PERFORMANCE OF ALL STUDENTS PARTICIPATING IN THE PROGRAM

TEST	N	MEANS	MEAN GAIN	s	t
PPVT (ENGLISH)	62	PRE 23.75 POST 51.45	27.70	14.89 16.32	4.82*
TACL (SPANISH)	62	PRE 15.47 POST 40.62	25.15	14.13 22.06	4.60*
RTDC (READINESS)	62	PRE 16.45 POST 29.02	12.57	10.83 10.15	2.81**
MOTOR ACTIVITY (MOTOR ABILITY)	46	PRE 7.92 POST 12.86	4.94	2.53 2.41	2.86**

*($p < .001$)
**($p < .01$)
***($p < .05$)

TABLE 2

PRE AND POSTTEST PERFORMANCE OF
STUDENTS AT THE CLOVIS SITE

TEST	N	MEANS	MEAN GAIN	s	t
PPVT (ENGLISH)	31	PRE 28.30 POST 54.20	25.90	14.23 12.41	4.01*
TACL (SPANISH)	31	PRE 15.86 POST 40.00	24.14	11.65 16.15	3.96**
RTDC (READINESS)	31	PRE 20.72 POST 30.33	9.61	11.97 10.27	1.14 N.S.
MOTOR ACTIVITY (MOTOR ABILITY)	28	PRE 7.76 POST 15.41	8.00	4.43 4.18	1.99***

*(p < .001)
**(p < . 01)
***(p < . 05)

TABLE 3

PRE AND POSTTEST PERFORMANCE OF
STUDENTS AT THE PORTALES SITE

TEST	N	MEANS	MEAN GAIN	s	t
PPVT (ENGLISH)	30	PRE 21.40 POST 50.31	28.91	10.18 12.41	5.01*
TACL (SPANISH)	30	PRE 20.10 POST 50.53	30.43	16.36 17.10	5.23*
RTDC (READINESS)	30	PRE 12.42 POST 26.46	14.04	11.40 11.13	2.51***
MOTOR ACTIVITY (MOTOR ABILITY)	18	PRE 7.77 POST 13.81	6.04	2.53 2.86	2.03***

*(p< .001)
**(p< . 01)
***(p< . 05)

TABLE 4

AGE AND TEST PERFORMANCE - CLOVIS SITE

TEST	AGE	MEAN GAIN
PPVT (ENGLISH)	3	28.41
	4	23.16
TACL (SPANISH)	3	29.41
	4	18.63
RTDC (READINESS)	3	15.00
	4	5.36
MOTOR ACTIVITY (MOTOR ABILITY	3	5.41
	4	10.00

TABLE 5

AGE AND TEST PERFORMANCE - PORTALES SITE

TEST	AGE	MEAN GAIN
PPVT (ENGLISH)	3	31.16
	4	24.20
TACL (SPANISH)	3	36.00
	4	27.03
RTDC (READINESS)	3	13.82
	4	6.41
MOTOR ACTIVITY (MOTOR ABILITY)	3	6.32
	4	10.10

Developmental Profile

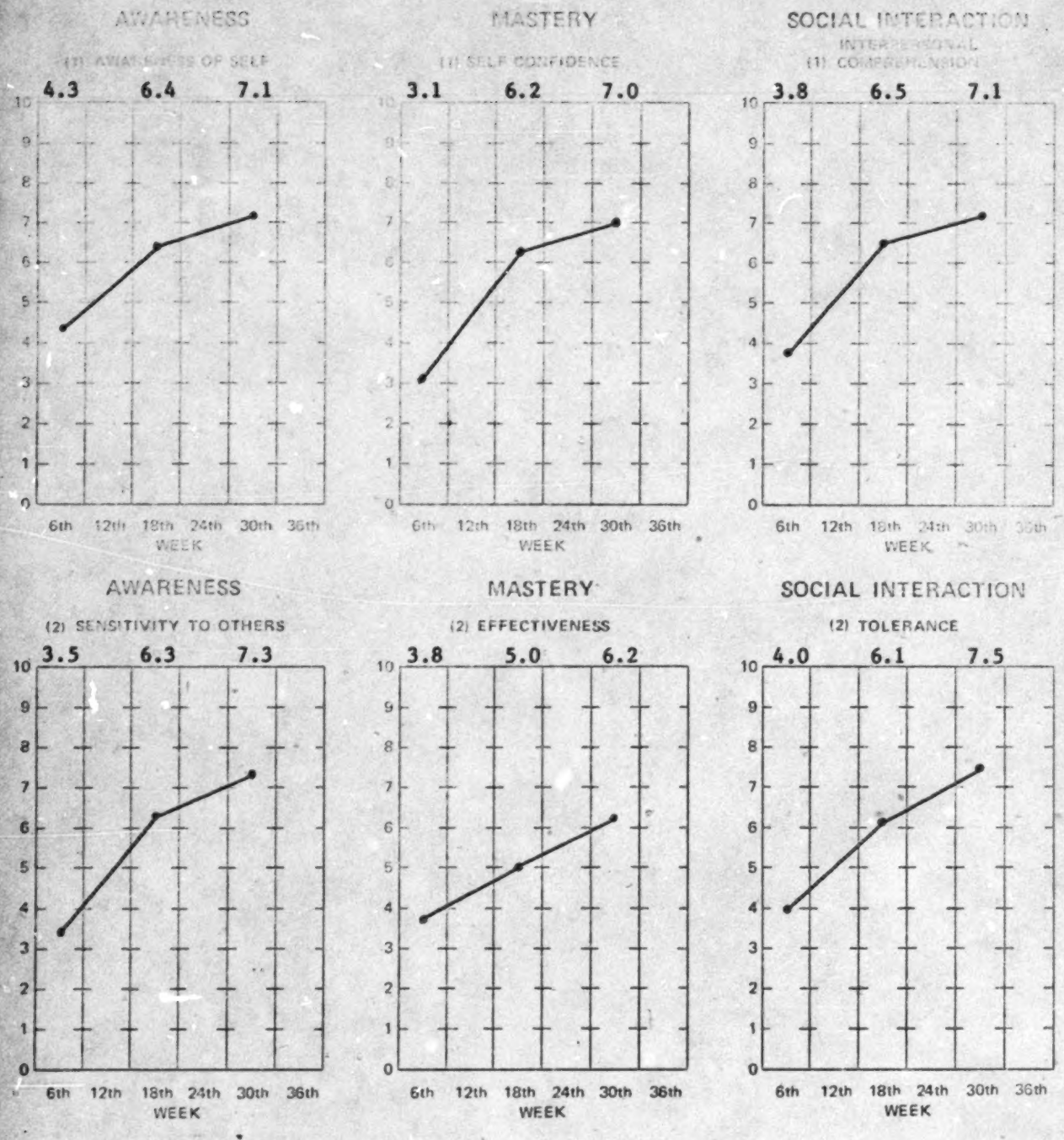

FIGURE 1 - GRAPHIC SUMMARY OF PERSONAL DEVELOPMENT

SECTION V

EVALUATION DATA OF THE OTHER COMPONENTS

In addition to the instructional component, the program consisted of three other support components. These components were the: staff development component; materials development component; and the parental involvement and home education component. Each one of these components had specific objectives (Section II), and the components were subjectively evaluated based upon the stated objectives.

Staff Development Component

This component consisted of various activities designed to assist the staff to improve their instructional skills as required in the instructional component. Such activities could be classified as preservice and inservice. Each school district included future teachers of grades 3-6 in this staff development training so they could receive training prior to the vertical expansion of the bilingual program into those grade levels.

Preservice Activities

Preservice training was provided to the faculty/staff prior to the beginning of the school year. This training was primarily in the form of two workshops in coordination with Eastern New Mexico University. The participants could receive semester hours credit, graduate or undergraduate, which could be applied to degree requirements and/or certification leading to a degree in bilingual education.

The first workshop, Workshop on Implementation Procedures on Early Prevention of School Failure, was conducted at Eastern New Mexico State University, May 28-30, 1975. This workshop was conducted by a dissemination team from the Early Prevention of School Failure Program, a nationally validated ESEA Title III project, located in Peotone, Illinois.

The second workshop, Early Childhood Bilingual/Bicultural Education: Why and How, was conducted at Eastern New Mexico State University, August 18-20, 1975. This workshop was conducted by three faculty members of the Metropolitan State College, Denver, Colorado.

Both of these workshops were evaluated using the McCallon Workshop Evaluation System. Each of the workshops was evaluated by the participants as being very well conducted and extremely beneficial.

Inservice Activities

Various types of inservice activities were provided for the teachers and aides which included: enrollment of designated graduate/undergraduate courses at Eastern New Mexico University; formal and informal sessions with various consultants, including members of the external evaluation team; attending various training institutes; and working closely with the REEEP outreach training team which included the Mobile Resource Learning Center (mobile van) and various types of professional personnel (early childhood specialists, educational diagnostician, language specialist, and speech therapist). Some of these activities are described in the following paragraphs.

The two college level courses conducted by ENMU which were specially designed and arranged for faculty/staff of the bilingual education programs in Clovis and Portales were: "Spang-lish" which had 22 participants; and "An Introduction to American General Phonetics" with 15 participants. Each participant received a stipend of $200 per course which was provided by the Title VII training funds. Also, college credit could be received for degree/certification from ENMU for satisfactory completion of the course "Concept Development in Early Childhood" which was conducted by the REEEP training team during the year.

The Bilingual Resource Center of the University of New Mexico greatly assisted in the staff development component throughout the year with their cooperation in providing technical assistance and conducting several training sessions pertaining to bilingual education. Also, the Bilingual Resource Center provided funds for the project director to attend the International Bilingual/Bicultural Conference in San Antonio in May, 1976. The Resource Center also sponsored an institute concerning "Assessment and Evaluation of Minority Group Children" at New Mexico State University, May, 1976. One teacher (Paz Martinez), with stipend of $400, was selected from the Clovis-Portales area to participate in the institute. The Center sponsored "A Bilingual/Bicultural Workshop for Administrators/Counselors", which was conducted at the University of Texas at El Paso (June 14-July 2, 1976), which was attended by the project director.

The faculty/staff attended several sessions concerning Southwest culture which were provided through the Bilingual Teacher Training Unit of the New Mexico State Department of Education.

In addition to these formal training activities, the faculty/staff attended regularly scheduled faculty meetings.

Summary

Considering the component objectives and the quality of the preservice and inservice training, it was concluded that the stated objectives of the staff development component were achieved.

Materials Development Component

This component was mainly the process of continuing to adapt the materials for the progran which were developed in the REEEP (See Section I) program for the 3- and 4-year-old children. Most of these materials are based upon the research of Jean Piaget as reflected in the Early Childhood Curriculum authored by Celia Lavatelli and by use of various curriculum materials developed by Media Services and Captioned Films. Other materials adapted for use in this program included: Project LIFE (Language Improvement to Facilitate Education); the Peabody Language Kits; and the Responsive Environment Booth.

This process of reviewing, adding/adapting bilingual education materials for this age group was greatly facilitated by the services of the outreach activities component of the REEEP program. This included the services of the Mobile Learning Resource Center, a mobile van, which contained an excellent assortment of bilingual and early childhood education materials.

Based on classroom observations and discussions with the teachers, it was concluded that this component was progressing in a satisfactory manner.

Parental Involvement and Home Education Component

This component was designed to consist of activities and processes to assist parents with the understanding and practice of underlying principles of child care. The specific objectives of this component are listed in Section II.

During the year, there was limited formal activities of this component. According to the project director, limited activities in this area was necessary due to budget reductions.

The activities of the component did include: monthly meetings of the parental/community advisory group; some parents did get involved in classroom activities of the nursery school; and a Christmas and spring parental/community program including Las Posadas and Marachi music program with speakers from the Bilingual Teacher Training Unit of the New Mexico State Department of Education.

Based on site-visits, observations, and discussions with parents and teachers, it was concluded that this component of the program needs to be strengthened.

SECTION VI

EVALUATION DATA OF THE VERTICAL EXPANSION OF THE BILINGUAL PROGRAM

The bilingual program is being expanded vertically in the municipal schools of Clovis and Portales. The bilingual program operated this year in certain sections of grades K-2 at both sites. The data in this section pertains to the performance of these students. These students were pre and posttested by members of the outreach training team (REEEP), and the test data were provided to the evaluator for analysis and inclusion in this report.

Abilities Measured and Instruments Used

The abilities measured and instruments used were: language development in English as measured by the Peabody Picture Vocabulary Test - English version; language development in Spanish as measured by the Peabody Picture Vocabulary Test - Spanish version; and basic skills as measured by the Boehm test.

Statistical Treatment of Data

Progress in each area was determined by the amount of gain accomplished between the pre and posttest. These differences were statistically treated using the t-test with significance being determined at the .05 level or greater.

Analysis of Data

The provided data were analyzed by grade and site. The analysis indicated a significant gain on each of the three measures for each grade level. These data are presented in Table 6.

TABLE 6

PERFORMANCE OF STUDENTS IN THE BILINGUAL PROGRAM
IN GRADES K-2 AT CLOVIS AND PORTALES

TEST	SITE	LEVEL	MEAN GAIN	s	t
PEABODY (ENGLISH)	CLOVIS	K	27.10	11.61	3.86*
		1	18.61	12.82	2.76**
		2	13.40	10.64	2.13**
PEABODY (SPANISH)	CLOVIS	K	21.18	15.81	3.11**
		1	17.41	14.82	2.68**
		2	12.60	15.40	2.31**
PEABODY (ENGLISH)	PORTALES	K	26.43	14.08	3.71**
		1	21.22	12.62	3.18**
		2	16.40	15.40	2.53**
PEABODY (SPANISH)	PORTALES	K	27.09	15.65	3.83*
		1	13.71	16.09	2.34**
		2	12.06	17.53	2.26**
BOEHM	CLOVIS	K	12.62	6.42	2.33**
	PORTALES	K	10.41	10.11	1.88***

*(p .001)
**(p . 01)
***(p . 05)

SECTION VII

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the program, A School and Home-Based Bilingual Education Model, was to develop, over a five year period, a model bilingual program from nursery school (beginning at age 3) through grade six. This model program is a cooperative effort among the Clovis Municipal Schools, Portales Municipal Schools, and the U.S. Office of Education (ESEA, Title VII).

The evaluation design for 1975-76 focused mainly on the nursery school unit of the program which serves 3- and 4-year-old children at each of the sites in Clovis and Portales.

Findings

The major findings of this evaluation study were:

1. Students participating in the program made significant gains in: language development in English; language development in Spanish; school readiness; and motor ability.

2. When the test data were analyzed by age of the students, both the 3- and 4-year-old age groups made significant gains in the four areas measured.

3. When the test data were analyzed by site, there were no appreciable difference in performance except students in the program at the Clovis site failed to make significant gains in the area of school readiness.

4. Students participating in the program showed a positive and continuous growth in self-concept and personal development.

5. The students in the program were found to be extremely friendly and cooperative, willing to try various tasks without fear of failure, and an unusually long attention span for this age of children.

6. The staff development component provided excellent preservice and inservice training activities for the faculty and staff.

7. The parental involvement component provided for only a limited number of activities. Little home-visiting was evident.

8. The materials development component was in an active process of selecting and adapting bilingual and early childhood education materials for the program.

9. Students in the bilingual program in grades K-2 made significant gains in: language development in English; language development in Spanish; and school readiness.

Conclusions

Based upon the findings of this study, the major conclusions were:

1. The instructional component functioned effectively as evidenced by all of the component objectives being achieved.

2. The staff development component was effective as evidenced by all of the component objectives being achieved.

3. The materials development component is doing a satisfactory job in selecting and adapting instructional materials for the program.

4. The parental involvement component did not achieve all of the stated objectives.

5. The program is in an active and positive process of accomplishing the long range major goals.

6. In short, the program has the organization, curriculum, materials, and a dedicated faculty/staff to provide the needed educational experiences for the target children and to serve as a model program; therefore, it was concluded that the program functioned as planned in accordance with the approved proposal during the 1975-76 school year.

Recommendations

Based upon the findings and conclusions of this study, the following suggestions or recommendations were made:

1. That this program continue the replication and the inter-relationship with the Responsive Environment Early Education Program (REEEP). This joint cooperation/operation of the two programs seems to be feasible, both operationally and economically.

2. That the parental involvement component be strengthened.

3. That the program continue to develop amd serve as a bilingual and early childhood intervention and model program.

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APPENDIX A

DESCRIPTION OF INSTRUMENTS

A brief non-technical description of each of the test instruments is listed in the following paragraphs. Personnel interested in more detail concerning the tests are invited to consult technical data provided by the publishers of the tests or refer to the Mental Measurements Yearbook, Buros, editor.

Language Development

English

The Peabody Picture Vocabulary Test (Dunn) is designed to provide an estimate of a subject's "verbal intelligence" through measuring his hearing vocabulary. The test also has wide utility as a clinical tool. Besides being effective with average subjects, it has special value with certain other groups. Since subjects are not required to read and the responses can be non-oral, the test is especially fair to non-readers and remedial reading cases. With the drawings free of fine detail and figure-ground problems, the test is apparently appropriate for at least some perceptually impaired persons. According to the Test Manual, the scale is appropriate for subjects 2½ - 18 years who are able to hear words, see the drawings, and have the facility to indicate "yes" and "no" in a manner which communicates.

This standardized test is published by American Guidance Services, Inc., Circle Pines, Minnesota.

Spanish

The Test for Auditory Comprehension of Language (Carrow) measures the child's understanding of the Spanish language structure. The test is composed of 101 plates of pictorial referents. The child responds to each of the examiner's oral stimuli by pointing to one of three line drawings. Responses are recorded on a separate scoring/analysis form. The test is designed for individual administration by speech and testing specialists. Test results can also be used to diagnose the language competence of bilingual and mentally retarded children as well as those with hearing, articulation, or language disorders.

This standardized test is published by Learning Concepts, Inc., Austin, Texas.

School Readiness

The Readiness Test for Disadvantaged Pre-School Children (Walker) was adapted from the final report of a project conducted by Dr. Wanda

Walker, Northwest Missouri State College, and supported by the Office of Education. The test consists of multiple-choice items based on pictures and symbols which do not require reading ability and are designed to test a child's listening ability; visual ability; and his recognition of similarities, differences, numerical analogies, and missing parts.

This standardized test is available from ERIC Reproduction Service (ED 047 168), Bethesda, Maryland.

Self Concept and Personality Development

The Developmental Profiles (Bessell and Palomares) is a subjective evaluation of children's behavior under a variety of circumstances. These rating scales are prepared periodically jointly by two teachers. The teachers make ratings on a printed form according to six affective areas: awareness of self; self-confidence; interpersonal comprehension; sensitivity to others; effectiveness; and tolerance. Because of the inherently subjective nature of these profiles, there is no objective scale of accomplishment or standard in terms of age-achievement scores. The profiles can provide a source of insight and understanding of emotional and personality development.

This instrument is published by the Human Development Training Institute, El Cajon, California.

Workshop Evaluation

The Workshop Evaluation System (McCallon) provides a scientific approach to gathering and using participant feedback in the evaluation of conferences, workshops, conventions, and in-service training programs.

Participant responses are gathered on seven dimensions - organization, objective, work of the presenter, ideas and activities, scope, benefit, and overall effectiveness. The Workshop Evaluation System is unique in that it provides normative data collected from over 40,000 workshop participants. Participant feedback scores are compared against the norms to ensure reliable analysis and interpretation of workshop effectiveness.

This instrument is published by Learning Concepts, Inc., Austin, Texas.